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ABSTRACT

A sixth- and seventh-grade program "Latin Vibes," developed in response to a rising demand within the community for more student understanding of the evolution of the English language, is outlined. The courses for each grade chronicle the influences of Latin and the romance languages on the development of English over the centuries. The program focuses on cultural and linguistic elements, beginning with a discussion of verbal and nonverbal communication in the animal and human worlds and including historical and cultural aspects of ancient Roman life. Latin-based vocabulary in many different fields (sports, medicine, politics, space, art, music, literature, family life, and music), Latin abbreviations and forms, and mythology and the zodiac. Vocabulary development is emphasized both for speaking and writing skills and for developing students' ability to understand more sophisticated written material. Each of the course outlines consists of a listing of several broad goals and many specific objectives within each goal and a list of instructional materials used. Notes on scheduling and evaluation of the curriculum are also included. (MSE)

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WANDELL SCHOOL
SADDLE RIVER, NEW JERSEY

LATIN VIBES CURRICULUM

SIXTH AND SEVENTH GRADES

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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LATIN VIBES CURRICULUM

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LATIN VIBES CURRICULUM

The "Latin Vibes" program for the sixth and seventh grades at Wandell School has been developed in response to the rising demand by our community for an increased knowledge of the evolution of our own English language with the hope that students will increase their proficiency in vocabulary and their curiosity about communication skills in general.

We realize that throughout the evolutionary scale animals and humans have learned to communicate to some degree without the use of spoken language. The odors, movements and sounds of the insect and animal world are essential to their survival. Musical instruments such as the tom-tom and smoke signals worked for the Indians with the help of gestural language. Whistles, bugles, hand clapping, hand gestures and facial expressions all express some form of communication in our present society. Very often these are misinterpreted or have a completely different significance in cultures other than our own. When, therefore, did the system of human speech originate? "If there is one thing on which all linguists are fully agreed, it is that the problem of the origin of human speech is still unresolved." Mario Pei, The Story of Language, 1965 Edition.

The oldest language of our Indo-European family of which we have records are Sanskrit, Greek and Latin in the order given. The approximate dates for each are 2000, 1400 and 500 B.C. Among all the world's languages, Greek and the Latin-Romance group are the ones of which we have the most complete unbroken history. Latin records run from c. 500 B.C. to the end of the Roman Empire and beyond, merging with the nascent French in A.D. 842 and with nascent Spanish and Italian in 950 and 960 respectively.

Indo-European is the name given to the family of languages to which English belongs. The name is based on the fact that this family covers most of Europe and extends eastward as far as northern India. English belongs to the Germanic branch of Indo-European, though with qualifications. The Anglo-Saxon forms the backbone

of our tongue, but as a result of the Norman conquest in 1066, the English language acquired such an extensive body of French and Latin words and grammatical forms that present-day English is best described as a fundamentally Germanic tongue with an imposing Romance superstructure.

It is because of this early and profound influence of these Romance languages on English that the study of Latin and French is so vital in our language program at Wandell. "The French of today, one of the finest linguistic tools of precision and expressiveness in the world, elaborated by Vangelas and Racine, Rousseau and Voltaire, Hugo and Chateaubriand, Gide and Camus, is like the Latin of Horace, Livy and Juvenal, a language of dazzling refinement and deep-rooted culture, fully capable of infinite self-expression, fully equipped to take care of all the needs of the civilization it represents and typifies." Mario Pei, The Story of Language, 1965 Edition.

The Latin Vibes program that has been developed for our students will focus upon a cultural as well as linguistic background. The curriculum begins with a discussion of communication in the animal and human world, both verbal and nonverbal. The students will study the historical and cultural aspects of Ancient Roman life. The Latin based vocabulary which stems from this culture will be explored in various units of sports, medicine, politics, space, art, music, literature, family life and even music. Additionally, Latin abbreviations, roots and prefixes and suffixes will be explored. The program will also expand the students' knowledge of mythology and the signs of the zodiac.

LATIN VIBES CURRICULUM

Sixth Grade

GOAL 1

Students will extend their vocabulary by studying Greek and Latin influences on the development of the English language.

Objectives Students will be able to:

1.1 Define by example a family of languages.
1.2 Trace the evolution of the Indo-European family of languages from Sanskrit to the Modern Romance languages.
1.3 Describe the difficulties in tracing language development through recorded history.
1.4 List various methods/formats to record the history of a culture.
1.5 Explain the geographical influence and boundaries of the Indo-European family of languages.
1.6 Explain the effect of the Norman Conquest on the development of the English language.
1.7 Discuss the historical influence of the Romance languages on the development of the English language.
1.8 Respond in Latin to a direct question asking simple information using correct grammatical structures.
1.9 Match Latin names to their English equivalents.
1.10 Define the geographical boundaries of the Roman Empire.
1.11 Illustrate the political structure of ancient Rome.
1.12 Outline the major historical events of ancient Rome.
1.13 Compare and contrast the family structure of the Roman Empire with the contemporary American family.
1.14 List the Latin terms for members of the family and their English derivatives.
1.15 Discuss how and what the Romans ate.
1.16 List the Latin words for food items and their English derivatives.
1.17 Explain the Systema Naturae designed by Care Von Linne for classifying plants and animals in Latin nomenclature.
1.18 Recognize English cognates and derivatives from Latin plant names.
1.19 List Latin names of animals which are used in the English language in their original forms.
1.20 Identify words in English which are cognates or derivatives of Latin words referring to the animal kingdom.
1.21 Outline the Roman system of education.
1.22 Recognize the vocabulary used in the academic world which is derived from the Latin.
1.23 Discuss the importance of Latin in the medical field.
1.24 Define the various types of medical doctors and illustrate how their names are related to the Latin term referring to that part of the body.
1.25 Recognize medical terms and identify the Latin word from which they are derived.
1.26 Identify and define various cognates and derivatives of Latin words referring to the legal system.
1.27 Define Latin abbreviations used in English.
1.28 Define Latin words used in everyday language and literature.

GOAL 2

Students will trace the development of verbal and nonverbal communication systems from the redimentary forms of the animal kingdom to the sophisticated systems used in modern society.

Objectives Students will be able to:

2.1 List the three essential components of a communication system: a) the sender, b) the message, c) the receiver.
2.2 Discuss the purpose for a communication system among various insects and animals.
2.3 Describe the elaborate communication system of various insect and animal communities within the contemporary world.
2.4 List the commonalities between lower systems and those of man.
2.5 Observe and discuss the various forms of non-verbal communication among humans.
2.6 Define the three major theories of the development of verbal communication.
2.7 State the major characteristics of each theory of language development.
2.8 Trace the development of verbal communication into a language system.
2.9 Discuss the reasons why some languages "live" and some languages "die."

GOAL 3

Students will develop word attack skills by dividing words into prefixes, roots and suffixes.

Objectives Students will be able to:

3.1 Define the terms root, prefix and suffix.
3.2 Recognize the fact that they are able to learn the meaning of new words by dividing them up into various parts.
3.3 State the meanings of various Latin and Greek prefixes and give examples of English words using these prefixes.
3.4 State the meanings of various Latin and Greek suffixes and give examples of words using these suffixes.
3.5 Define previously unfamiliar words by dividing them into their components.
3.6 Observe how many root words can be expanded by simply changing the prefix or suffix. Fluere - to flow; affluent, effluence; mellifluous, superflous.
3.7 Relate interesting stories and anecdotes concerning the origins of certain words derived from Latin. ex. Salary - "Sal" is salt in Latin. Roman soldiers were given money to buy salt to preserve their food. Hence the expression, "He is not worth his salt."

GOAL 4

Students will expand their knowledge of Greek and Roman mythology.

Objectives Students will be able to:

4.1 Define mythology.
4.2 Discuss how myths deal with the fundamental concerns that human beings have about themselves and the world around them.

4.3 Explain the term polytheism and what was its significance in ancient times.
4.4 Identify mythological characters by their Greek and Latin names.
4.5 Discuss the methods of relating these mythological stories during ancient times.
4.6 Discuss the significance of mythological reference in literature and in everyday vocabulary.

MATERIALS

Verbal Vibes with Latin, by Elizabeth Greeley Marcellario and Gretta Roffman Ostrovsky. Grade 8, Grade 9, Grade 10, Grade 11, Grade 12
Origins of Language - L.J. Ludovici
The Treasure of Our Tongue - Lincoln Barnett
The Tree of Language - Helen and Charlton Laird
All About Language - Mario Pei
The Magic of Words - Arthur Alexander
Vocabulary for the High School Student - Harold Levine
Vocabulary for the College Bound Student - Harold Levine

LATIN VIBES CURRICULUM

Seventh Grade

The seventh grade Latin Vibes Curriculum is a continuation of the sixth grade program. The influence of Latin upon the formation of contemporary English will be reviewed emphasizing root words, prefixes and suffixes. This will generate the development of new words, the understanding of unfamiliar words, and a further conceptualization of historical influences upon English. This approach is directed toward expanding the students' knowledge of vocabulary that will be utilized in speaking and writing skills as well as furthering the students' ability to comprehend more sophisticated written material.

LATIN VIBES CURRICULUM

Seventh Grade

GOAL 1

Students will develop word attack skills by dividing words into prefixes, roots and suffixes.

Objectives Students will be able to:

1.1 Review definitions of terms root, prefix and suffix.
1.2 Develop their dictionary skills so that they are able to determine which words are derived from Latin roots.
1.3 Define previously unfamiliar words by dividing them into their various components.
1.4 Recognize common Latin roots used in their everyday vocabulary.
1.5 Define the meaning of the Latin prefixes.
1.6 State the meanings of various Latin and Greek suffixes and give examples of words using these suffixes.
1.7 Broaden their vocabulary base knowledge by combining different prefixes and suffixes to Latin root words.

GOAL 2

Students will extend their vocabulary by studying Roman influences on the development of the English language through Latin vocabulary.

Objectives Students will be able to:

1.1 Discuss the influence of Roman terms in our military system.
1.2 Recognize English cognates and derivatives from Latin military terms.
1.3 Determine the meanings of words we use today which are based on Roman history. Ex. decimate - Roman soldiers would kill every tenth person when they attacked a village.
1.4 Discuss the terms which are used in the scientific world which are derived from the Latin roots.
1.5 Review their knowledge of the political structure of Rome.
1.6 Identify words in English which are cognates or derivatives of Latin words referring to the political system.
1.7 Recognize words used in our present legal system which are derived from the Latin.
1.8 List the various Latin words which are used in the medical profession.
1.9 Recognize English words which are derived from the Latin in the medical field.
1.10 Define common Latin expressions frequently met in reading.
1.11 Discuss how Roman myths deal with the fundamental concerns that human beings have about themselves and the world around them.
1.12 Recognize words which come from Greek and Roman mythology and be able to use them in sentences.

LATIN VIBES CURRICULUM

Seventh Grade

MATERIALS

Language for Meaning. Houghton Mifflin Co. Boston. Consultant Hugh Schoephoerster

Verbal Vibes with Latin by Elizabeth Greeley Marcellario and Gretta Hoffman Ostrovsky. Grades 9, 10, 11, 12.

LATIN VIBES CURRICULUM

SCHEDULING

Students in the sixth grade will participate in the Latin Vibes curriculum study for a full semester during the fall and winter quarters of each academic year. The French teacher will serve as the primary resource instructor for this unit of study. Sixth grade homeroom classes will meet each day for 22 instructional minutes. Scheduling classes each day will permit consistency and reinforcement of instruction. Short, daily lessons also allow the teacher to focus on a step-by-step progressive development of conceptional units. Sixth grade students will begin a study of the French language during the second semester of the school year. French classes will follow the schedule used during the Latin Vibes curriculum study.

Students in the seventh grade will participate in the extension of the Latin Vibes curriculum during their assigned English classes. An overview of the seventh grade program can be found on Page 6 of this document. Curriculum goals and objectives will be attained through continuous, daily vocabulary, public speaking and writing development segments of instruction.

LATIN VIBES CURRICULUM
EVALUATION

Evaluation of the Latin Vibes Curriculum will be a continuous process. Throughout the year, the administration will formally and informally observe classroom instruction, noting strengths and areas of concern within the instructional program. This process will follow the guidelines as set forth in the teacher evaluation policy currently adopted by the Wandell Board of Education.

Faculty members will add the input into the evaluation of the instructional program by reviewing the effectiveness of resources in the presentation of content material per grade level. Faculty members and the Home and School Association curriculum representative will make recommendations to revise content and/or instructional resources based upon the teaching process and responses of students.

Following the administration of the S.A.T. achievement tests in the spring, both the sixth and seventh grade class scores on the vocabulary subtest will be analyzed to assess whether a significant gain of one year's growth in academic preparation has been attained. This assessment follows the approved guidelines of the district's annual planning report submitted to the county office during September, 1983.

Finally, the Board will be given interim reports on the status of the curriculum throughout the year. The Board member charged with the Curriculum/Personnel Committee work will be apprised of issues and tasks needing immediate review by the Board. A yearly summary evaluation will be made by the administration to the Board commenting on the components of this system and the program. Recommendations to revise the evaluation process, curriculum content, instructional resources, and/or inservice segment will be addressed in the spring evaluation report to the members of the Board.